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**Assignment Sequence for GOVT 100.02 - Globalization in the 21st Century:
Progress, Promise, and Problems**

Instructor: Stephen Nelson

Submitted for the Fall 2006 John S. Knight Assignment Sequence Award

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The assignment sequence for my first year writing seminar, *GOVT 100.02 - Globalization in the 21st Century: Progress, Promise, and Problems*, consisted of five formal essays. I envisioned each essay assignment being part of a natural progression, from low- (distilling and summarizing an academic argument in the first essay) to high-complexity (a short research paper in the final essay). Each writing assignment was accompanied by in-class writing exercises, discussions, peer editing, and other activities to help students prepare for writing the essays.

In the syllabus for this course, I noted that (in general) globalization is a poorly understood topic which inspires a lot of bad writing and unclear thinking. Most of the students in the class are not majoring in Government, Sociology, or Economics, but they all experience globalization in some way. Most of them will also do a lot of writing in the future, both at Cornell and after graduation. I wanted to make sure that all of the students left the course with a clearer picture of a very complex phenomenon (what is globalization, and what are some its consequences?), and with the ability to write clearly and persuasively about the topic. Consequently, I set two main goals when for the writing assignments: (1) to help students understand and practice the elements of good argumentative writing in the social sciences; (2) to facilitate a connection between the essays and the course material, such that students were able to understand that writing is not simply a test of one's knowledge, but an essential part of the process of *creating* knowledge.

I recall feeling during my first year as a college student as if I had walked in on a conversation that was already underway. I could catch some familiar bits and pieces of the conversation, but I did not understand what the conversation was really about or where the conversation was going. I wanted to make sure that the students in GOVT 100.02 could join the conversation about globalization by the end of the term. In my planning for the course, this meant building foundational knowledge in the first five weeks. In the assignment sequence, I moved from writing assignments that emphasized basic definitions/concepts → to assignments that focused on defending claims with evidence (and incorporating counter-evidence) → to assignments that stressed critical evaluations of arguments and evidence → to the final assignment, which asked students to bring together all of these elements in crafting a short research paper. In addition to following a progression along the ladder of complexity, I tried to design a writing sequence that encompassed a variety of topics and styles.

I emphasized throughout the term that good writing takes practice. To that end, I incorporated many opportunities for “low stakes” writing in the class – less formal writing assignments that were not graded (although they figured into the course participation grade). The goal with the informal writing assignments was to reduce the anxiety (and, inevitably, procrastination) that develops when students have only a few opportunities to “perform” on papers. By making writing a consistent part of their experience in the course, the stakes for the final drafts of the essays were lowered: the papers became another part of the broader process of writing. By the end of the course, a number of students told me that they were surprised that they enjoyed writing the papers as much as they did – rather than a foreboding test of their knowledge (a one-off “performance”), the papers became another way to engage with the major themes of the course, a way to experiment with different ideas and arguments.

What follows is a description and rationale for each of the components of the five writing assignments in *GOVT 100.02 - Globalization in the 21st Century: Progress, Promise, and Problems*. The application includes copies of all of the assignments and preparatory writing exercises that I describe below, as well as a sample essay from the course.

Essay 1: Defining “Globalization”

I had few expectations about what the students enrolled in the course knew (or did not know) about globalization. On the first day of class I asked students to provide an **initial definition of globalization** along with some examples of the phenomenon. This served two purposes: (1) it provided a diagnostic tool to assess the level of the students’ writing and knowledge at the outset of the class; (2) the initial definition became the benchmark against which students would compare a broad academic definition from Robert Keohane and Joseph Nye, two Harvard political scientists. I also gave a **short writing exercise** on the first day (drawing on a quote John Kerry gave on *Meet the Press* about the Iraq War) to fend off the inevitable question “this isn’t an English course – why does my writing matter if the ideas are good?”

There was one core reading for the first writing assignment which I knew would be difficult for students to understand. To facilitate a more productive reading of the article, I created a “**guided reading exercise**” that listed four key terms from the reading. I asked students to provide working definitions for each of the terms, which we discussed in class. I found that students responded well to the guided reading exercise – they reported that, since it was difficult to separate essential from inessential content in the readings, the exercise provided helpful signposts.

Since the concepts in the Keohane and Nye reading were foundational, I wanted to present their conceptualization of globalization in different ways. I used a powerpoint presentation to design a “**concept mapping**” exercise in which we described Keohane and Nye’s definition of globalization visually.

In essay 1, I asked students to revisit their initial definitions of globalization and present a new, revised definition. The assignment was designed to work on a simple but important

skill – distilling and summarizing an academic argument – as well as to provide a workable definition of the concept that we could return to throughout the course.

Essay 2: Taking sides in the debate over free trade

One of the problems with popular writing on globalization (the kind of writing that the students were likely to have encountered) is that competing evidence is often overlooked. My goal in essay 2 was twofold: (1) to help students understand how to develop a position on an issue and support that position with evidence; (2) to help students understand that counter-evidence should be viewed as an opportunity to rethink their arguments, not an obstacle that should be ignored in the effort to “prove” their arguments.

I designed several preparatory exercises to help students understand how to use evidence. The first two were “**writing workshops**,” two of five that I developed for the course. The first writing workshop focused on evidence (what constitutes evidence? what is good evidence?) and proper citation. The second writing workshop focused on grammar and sentence construction. I used sentences from the first essay to illustrate common mistakes and remedies for problems in sentence construction. Going back to the conversation analogy, I approached the writing workshops as helping students *learn the language of the conversation*. The writing workshops focused mainly on mechanical aspects of writing in the social sciences. For each writing workshop, I gave a short powerpoint presentation which was followed by written exercises.

I took a risk on the second preparatory writing exercise, but was really pleased with the outcome. In the **in-class writing exercise**, I asked students to take a position on a thesis statement for which there was conflicting evidence in the course readings. Through class discussion, we were able to revise the statement to incorporate the evidence from class readings. This was an important message to communicate – rather than approaching evidence linearly (i.e., find a thesis → gather evidence that supports thesis → ignore evidence that contradicts thesis), students began to think dialectically (develop an argument → gather evidence → revisit arguments in light of evidence → gather more evidence). The students responded positively to this exercise – it provided a tangible example of how experienced scholars in the social sciences develop arguments. I would definitely use this type of exercise in the future.

The **essay assignment** required that students take a position on the debate over free trade. The readings prior to the assignment were equally balanced between pro- and anti- trade. In the instructions for the essay, I made it clear that good essays would be attentive to counter-evidence. The paper went through two rounds of **revisions**. Each student met individually with me to discuss the draft. In addition, a draft went through a round of peer review.

Essay 3: Write-up of foreign direct investment simulation

The third essay was the culmination of a month-long research project on foreign direct investment. I wanted to give students the opportunity to work together on a project that would be different from the other, more traditional assignments in the course.

I designed the project to simulate the decision-making process that firms undertake when they are considering whether to outsource production facilities. From the initial definition the students provided on the first day of class, it was clear that “outsourcing” was an issue that nearly all identified with globalization. I hoped that the project would help students develop a more nuanced understanding of the numerous factors that drive foreign direct investment (i.e., it’s not just about wages). Through the project, I hoped that students would be able to see how the research they were reading could be applied to a more familiar “real world” scenario. I also designed the project to teach students how to work with data.

I broke the class into consulting teams for two different firms, a French machine tools manufacturer and an American semiconductor producer. Both of the firms were considering three options for relocating production; the task for the class was to weigh the costs and benefits of each location and make a final recommendation to the firm’s board of directors. I provided data – economic, political, social, and infrastructure – for each of the countries in Excel files, which I posted on the course website. Prior to starting the project, I distributed the second **guided reading exercise** on a foundational reading related to foreign direct investment.

The second preparatory exercise was another “**writing workshop**.” In this writing workshop, I helped each group create different charts and graphs in Excel. I projected an Excel worksheet on a screen in the classroom from my laptop, while pairs of students followed my directions on their own computers. In retrospect, I believe that this workshop was essential to the success of the project. When I assigned the project, students seemed overwhelmed. The workshop helped students to see that the presentation of data is simply a skill that is learned through practice.

Essay 3 consisted of two parts: (1) a **group presentation** in front of the class of the group’s recommendation; (2) a **detailed write-up** of the recommendation that justified the outsourcing decision with reference to the course readings. I cannot express enough how impressed I was with the outcome of the project. Both groups produced sophisticated, professional, informative powerpoint presentations. I was truly blown away by the effort that the students put into the project! The feedback from the project indicated that they really enjoyed working on something that they felt simulated a task they might work on after they leave Cornell. The project was also successful in teaching students how to work with data, which is an important part of social science research. The one aspect of the project that I would rethink for future courses is that the amount of effort was not reflected in the proportion of the final grade accounted for by essay 3. I would make the project a more central part of the course, or link it to another group project. I have attached a copy of an essay produced by a student in the course for this assignment.

Essay 4: Looking at the effects of globalization from different perspectives: the advanced industrial countries and the developing world

In essay 4 I wanted students to experiment with different writing styles. Building on essay 2, in which students wrote in support of one side in a debate, I designed essay 4 so that students would answer several questions from two different perspectives.

I used several preparatory exercises to prepare for this essay, which for many students was the most difficult in the course. I developed a fourth “**writing workshop**” to discuss styles of writing. Since I would be asking students to adopt a different style in the essay, I wanted to explore how successful writers respond to their audience. We began to assess the *style* of the course readings critically. I designed a **schematic** to help students critically assess readings – rather than simply saying “I liked it” or “I didn’t like the reading,” I pushed students to explain why they did or did not like a specific reading. We then discussed how different types of writing (editorials, policy memos, papers for academic journals, etc.) vary – how does the writing respond to different types of audiences? Is the language different? Is the type of evidence different?

I used a **debate** on the merits of globalization to illustrate how globalization may be perceived differently by people in advanced industrial countries and the developing world. The students prepared by writing up several points from the course readings in support of their position prior to the debate. An **in-class writing exercise** on the pacing and sequencing of economic reforms in developing countries helped reinforce evidence from an important reading from the course (*Globalization and its Discontents* by Joseph Stiglitz).

Essay 4 gave students the opportunity to experiment with style and format. Students were encouraged to write the paper as an exchange of letters between academics, for example, or a mock dialogue in a debate. The essay allowed students to argue about globalization from two different perspectives, while making sure to support their positions with evidence. Essay 4 went through the most extensive **revisions** of any paper in the course, with a round of revisions after an individual meeting with me, and several rounds of peer review. The final versions of essay 4 were very impressive – students wrote passionately but not tendentiously. They were fastidious about the use of evidence to back up claims, and made good use of the format of the essay. The essays were really enjoyable to read!

Essay 5: Mini research paper

For the final essay I wanted to give students the chance to write on a topic that was of particular interest to them. The final essay took the form of a capstone project, a short research paper that would draw on the skills developed in the previous assignments. I also wanted students to familiarize themselves with the standard approach to research papers in the social sciences.

The most important preparatory exercise was the final “**writing workshop**.” I wanted students to understand what constitutes good research in the social sciences. The first step was to get away from the “I’m interested in Mexico – hence my research paper will be on Mexico” frame that some students inherit from high school. By the eighth week of the course, I required that all students identify a general topic for their papers. In the writing workshop, I had each student reformulate their research topic in the form of a

question/puzzle. We then devised three criteria for assessing research questions: is the question interesting, important, and tractable? I asked students to reflect on their own research questions in light of these criteria. The workshop encouraged students to put themselves in the place of the reader: by the end of the paper, will the reader feel that you have satisfactorily answered the question or solved the puzzle? The workshop also discussed aspects of research papers such as the literature review that were opaque to the students in the class.

In addition to the writing workshop, preparatory work included a visit to the library to explore the resources available for research. Students were required to produce several **outlines** of their research. I encouraged students to approach their outlines as works-in-progress – rather than creating an outline and sticking to it, students were encouraged to revise and expand the outline as they discovered new evidence and arguments in their research.

Brief overview of writing assignments for GOVT 100.02

Essay 1: Defining globalization

Preparatory work

- ❖ In-class writing (initial definitions)
- ❖ In-class writing (why good writing matters)
- ❖ Guided reading exercise

Essay 2: Taking sides in the debate over free trade

Preparatory work

- ❖ Evidence and counter-evidence writing exercise
- ❖ Sentence construction exercise
- ❖ Writing workshop 1: evidence and citation
- ❖ Writing workshop 2: grammar and sentence construction
- ❖ Revision and peer editing
- ❖ Individual meeting with the instructor

Essay 3: Write-up of foreign direct investment simulation

Preparatory work

- ❖ Writing workshop 3: working with and presenting data
- ❖ Guided reading assignment
- ❖ Dossier for FDI simulation
- ❖ Presentation of findings to the class
- ❖ Group meeting with the instructor
- ❖ Group evaluations

Essay 4: Looking at the effects of globalization from different perspectives: the advanced industrial countries and the developing world

Preparatory work

- ❖ In-class debate
- ❖ Writing workshop 4 – style
- ❖ In-class writing exercise
- ❖ Revision and peer editing
- ❖ Individual conference with the instructor

Essay 5: Mini research paper

Preparatory work

- ❖ Writing workshop 5 – the research paper
- ❖ Outline – developing a good research question and organizing an argument
- ❖ Library visit
- ❖ Individual conference with the instructor

Essay 1: Defining “globalization”

GOVT 100.02 – Globalization in the 21st Century

August 28, 2006

In-class writing exercise 1: *Defining “Globalization”*

This is guaranteed to be the simplest assignment in this course! Take a few minutes to respond the following questions in the space below:

- Provide a definition of “globalization” based on what you know about it at this point in the semester.
- Give an example of globalization.
- If you have recently read any books or articles related to globalization, jot down the name of the author(s) and the title of the piece you read.

GOVT 100.02

In-class writing exercise

August 28, 2006

The Importance of Language

The quote below is from John Kerry, former presidential candidate, on the television program *Meet the Press with Tim Russert*, responding to a question regarding a proposed exit plan for US forces from Iraq:

“That’s not the way to do it, Tim. What you need, and what I’ve suggested, is that you have a Dayton Accords-like summit,¹ where you bring all the parties together, and I mean all the parties, you need to bring Iraq’s neighbors together. Khalilzad² has now been authorized to talk to the Iranians; bring the Iranians, bring the Syrians, bring the Jordanians, the Saudis, the Egyptians, and others. Now, it may be that ultimately you can’t find a resolution on the constitutional issues, and you have to embrace something like Les Gelb’s original proposal, uh, the former head of the Council on Foreign Relations,³ who said that you may have to divide it up into three parts. I don’t know the answer to that today.”

Question 1: What is the point that John Kerry is trying to make in this quote?

Question 2: You have been appointed as John Kerry’s speechwriter – undoubtedly a result of the expertise you have accrued in your first year writing seminar! In no more than three short, simple sentences, re-state Senator Kerry’s message.

¹ You, unlike the viewers of that week’s *Meet the Press*, have the benefit of clarification of some terms: the Dayton Accords refer to the agreement negotiated on November 21, 1995 in Dayton, Ohio between warring factions in the former Yugoslavia.

² Zalmay Khalilzad is US ambassador to Iraq.

³ The Council on Foreign Relations is a nonpartisan foreign policy research organization based in New York.

Guided Reading Exercise
August 28, 2006

The essay by Robert Keohane and Joseph Nye (“Globalization: What’s New? What’s Not? And So What?”) is an essential resource for understanding what some academic mean when they use the term “globalization.” The article introduces a number of terms that may be unfamiliar to readers new to the topic. As you read the article, provide “working” definitions (a definition that does not just reproduce the authors’ definition, but which makes sense to you - and which may include an example or two) of the terms/concepts that Keohane and Nye use throughout the article.

Term	“Working” definition
<i>Interdependence</i>	
<i>Forms (or dimensions) of globalism</i>	
<i>Density of networks</i>	
<i>Institutional velocity</i>	

GOVT 100.02: Globalization in the 21st Century – Progress, Promise, and Problems
Stephen Nelson
Fall 2006
August 30, 2006

Essay 1: Conceptualizing “Globalization”

Clear definitions of key concepts are essential to good research in the social sciences. In this course, we will spend a lot of time analyzing the effects of globalization; however, we will not get very far in our analysis if we cannot agree on what “globalization” actually means!

On the first day of the course, you were asked to provide your own definition and an example of “globalization.” The goal of this exercise is to refine your definition of globalization using the readings assigned for the Wednesday, August 30 class.

In your essay, you must accomplish the following tasks:

- 1) In a paragraph, explain Keohane and Nye’s definition of globalization.
- 2) Explain how Keohane and Nye’s definition contrasts or overlaps with your initial definition (for example – did your initial definition focus mainly on the economic dimension of globalization? Was your initial definition really a *consequence* of globalization rather than a *component* of globalization?).
- 3) In the final section of the essay, create a new “working” definition of globalization. Start with your own initial ideas and incorporate the insights from Keohane and Nye that you think are most important.

This essay should be **2-3 pages**, and is due on **Monday, September 4**.

Essay 2: Taking sides in the debate over free trade

In-class writing exercise

Rationale

I designed this in-class writing exercise to accomplish two goals:

- (1) I wanted to encourage students to find and use *evidence* to support their claims – I intended to use this a jumping-off point for a discussion of what constitutes evidence and how we judge different types of evidence;
- (2) I wanted students to learn to *revise* their arguments in light of conflicting evidence – prompted by James Slevin’s observation in “A Letter to Maggie” that new undergraduates tend to regard conflicting evidence as an opportunity to engage different arguments than an obstacle.

I assigned two relatively short but data-heavy articles for the class.⁴ The articles compared and contrasted different eras of economic globalization (1870 – 1914 and 1970 – 2000).

The Exercise

When the students entered the classroom, they were given a sheet of paper with the following text:

“There’s nothing fundamentally new about the extent of economic globalization the world has experienced in the last three decades.”

Do you agree or disagree with the statement above? Why?

I asked the students to write, without using any sources, for 6 minutes on whether they agreed or disagreed with the statement above. I purposefully included some trigger words (“fundamentally” and “extent”) to make the statement vague enough that it would elicit a variety of responses. I then broke the class into groups of three; the groups were asked to discuss their initial thoughts. I went between groups gathering information about their responses. I then asked the students to bring the two assigned readings out and to re-write their initial theses (“I agree” or “I disagree with the statement because...”), using evidence from the readings to support their claims. This was more difficult for many of the students than they expected; it proved to be a good place for a discussion of closer reading of texts, particularly social science texts that are laden with charts and tables. I then asked for students who agreed and disagreed to give evidence in support of their positions. Luckily, about half the class agreed and half disagreed.

⁴ Michael Bordo, “Globalization in Historical Perspective,” *Business Economics* (January 2002): pp. 20 – 28; Jeffrey Frankel, “Globalization of the International Economy,” in Art and Jervis, eds. *International Politics: Enduring Concepts and Contemporary Issues* (New York: Pearson Longman, 2005): pp. 325-40.

I then went to the blackboard and asked how we might revise the initial thesis (“There’s nothing fundamentally new about the extent of economic globalization the world has experienced in the last three decades”) in light of the conflicting pieces of evidence. Two students suggested that we needed to make the thesis more nuanced to encompass both sets of evidence. The class then helped me craft the following thesis:

“Economic globalization is not unique to the current era, but the *extent* of economic globalization since 1970s is unprecedented.”

Through the exercise, I was able to show the students how to revise a thesis to accommodate different types of evidence. Several noted that this was a different approach than the “get thesis, find evidence to support thesis, ignore everything else” style of research they practiced in secondary school. We concluded by walking through how one might organize a paper around the new thesis we created. The entire exercise took around 50 minutes.

GOVT 100.02 – Globalization in the 21st Century

In-class writing exercise: revision

September 25, 2006

Please give a short description of the steps you are going to take (or have taken, if you are working on your final draft) to revise essay 2. If you have a copy of the first draft of the paper or notes from your meeting with me, these may be helpful.

GOVT 100.02: Globalization in the 21st Century
September 13, 2006
In-class exercise: sentence construction

Explanation and Rationale

Good writing is not just a matter of having good ideas or presenting a well organized and convincing argument. Good writing is also marked by grammatical correctness and readability. As McCloskey notes in *Economical Writing*, content and style are akin to the “yolk and white in a scrambled egg.” Learning to write well is like learning to be a concert pianist: practice makes (close to) perfect.

Below I’ve listed a series of “flawed” sentences from the first essay assigned for this course. I gathered at least one sentence in need of revision from each paper. I had to whittle down the list to a manageable eight sentences, but I want to reiterate that *everyone* can make improvements in their writing.

Directions: I will break the class into groups of four. Each group will be assigned two “flawed” sentences from the list. After reading the sentence, **explain the error** that the writer made. Is the error grammatical in nature – a missing comma, for example? Is the mistake a matter of style – is the sentence wordy or confusing? Then **revise the sentence**. We’ll go through each of the sentences after all the groups have completed their revisions.

- (1) “Interdependence occurs on a small-scale basis and involves two actors mutually relying upon each other for a gain.”

Error:

Correction:

- (2) “Generally, society views globalization as a topic of contention, a controversial subject regarding the assimilation of unique culture into one amalgamation of Americanized commercial interest.”

Error:

Correction:

- (3) “Nonetheless, globalization is actually a complex phenomenon that encompasses a plethora of movements in which constantly makes the world a smaller place to live in.”

Error:

Correction:

- (4) “The technologies that fuel modern globalization have made distance insignificant in terms of communications and the sharing of all things that can be digitalized and sent over the internet.”

Error: *awkward word choice*

Correction: Technological innovations – such as the internet – reduce the effect of distance.

- (5) “It is an increase in both direct and indirect actions, and to the degree which both participators and bystanders are affected.”

Error:

Correction:

- (6) “Certain types of Globalism are slowed by distance; “Cultural distance resists homogenization,” (111), and thus certain countries’ cultures have difficulty infecting the other countries merely due to the separation of the two.”

Error:

Correction:

- (7) “Globalization in a sense shrinks distances but it does not physically bring nations or goods closer together; it does however, reduce the significance and hindrance that large trans-oceanic distances used to create.”

Error:

Correction:

- (8) “Keohane and Nye explain how the advent of new technology was responsible for taking globalism to an unprecedented high.”

Error:

Correction:

...and one sentence that does not come from essay 1:

- (9) I’d like to thank my parents, God and Hannah Arendt.

Error:

Correction:

GOVT 100.02: Globalization in the 21st Century – Progress, Promise, and Problems
Stephen Nelson
Fall 2006
September 11, 2006

Essay 2: The Debate over Free Trade

Writing on globalization is often couched in terms of opposing viewpoints, with one author presenting the pro-globalization side and her opponent an anti-globalization argument.

In this essay, you will choose to argue *against* one of two opposing positions on free trade. Use the quotes by Buchanan and Reich as springboards for your essay; if you choose to target the anti-free trade position, point out why Mr. Buchanan's assertions are incorrect; if you choose to take on the pro-free traders, explain why Mr. Reich's argument is flawed.

ANTI-FREE TRADE

"Why do you oppose GATT, they asked me? Let me tell you. Because I think it is un-American to force a single mom in a textile plant in South Carolina making \$10 an hour to have to compete with Asian workers who have to work for 25 cents an hour. That's not what America is all about. Why are we doing this to our own people? The wages of working Americans have gone down 20 percent in 20 years right here in the United States."

- Remarks by former Republican presidential candidate Patrick Buchanan (August 12, 1995)

PRO-FREE TRADE

"Globalization of trade and technology are not our enemies. In fact, the irony here is that global markets and technological advances create opportunities for you and me, for everybody at the local level, much greater than they ever were before."

- Remarks by former Secretary of Labor Robert Reich (March 1, 1993)

The purpose of this essay is to use the evidence from the week 3 readings to challenge the arguments made by the pro- or anti-free traders. If you are an avid news reader, you have probably noted that opinion pieces tend to omit evidence that contradicts the author's argument. This essay gives you an opportunity to correct this problem! Remember to be attentive to conflicting evidence in your essay. For example, if you are arguing against the pro-free trade position, you cannot ignore the evidence in support of free trade. You should address it and then use evidence to explain why your argument is superior.

The essay should be **4-5** pages. The first draft must be submitted by **Wednesday, September 20**. The final draft of the essay 2 is due on **Wednesday, September 27**.

Essay 3: Foreign direct investment policy simulation

GOVT 100.02: Globalization in the 21st Century

September 25, 2006

Guided notes on Gourevitch, Bohn, and McKendrick article

The article by Gourevitch, Bohn, and McKendrick (“Globalization of Production: Insights from the Hard Disk Drive Industry,” *World Development* 28, 2 (2000): pp. 301-17) is a difficult but important reading. It will be essential as you prepare for the FDI simulation. It is easy to get bogged down in the details provided in the article. I’ve provided several prompts below to help you read more productively. As you read, try to answer the following questions:

- What is the “puzzle” or research question that motivates the paper?
- What is (are) the thesis (theses) of the article?
- What company do the authors use to illustrate the production process for HDD?
- By which measures is the US still the dominant force in the production of hard disk drives, and by which measures is it relatively unimportant?
- Explain why wages are not the main influence on location decisions in the HDD industry.
- List other factors that influence location decisions.

GOVT 100.02: Globalization in the 21st Century
FDI Simulation
September 27, 2006

Dossier for the consulting team to Oxford Semiconductor

Congratulations – thanks to your advanced knowledge of the global economy (demonstrated by your excellent performance in Government 100.02) you have been selected to be a member of a consulting team for Oxford Semiconductor. A job well done will be handsomely rewarded, we can assure you.

You and your team have been hired by Oxford to help us make a decision regarding off-shore production. A brief introduction to our firm is in order: Oxford is a UK-based firm that recently relocated to the United States.¹¹ The company is now located in Irvine, California, with production facilities in Silicon Valley. The semiconductor industry is extremely competitive. After Samsung, the world's second largest producer of semiconductors announced a plan to spend \$33 billion on new semiconductor technologies, the board of Oxford has decided to move production from Silicon Valley to a foreign site to lower production costs. The board has proposed three potential options:

- *Move to Cork, Ireland*
- *Move to Guangzhou, China*
- *Move to Seoul, South Korea*

Your job is to make a recommendation on Wednesday, October 18 to Oxford's board of directors regarding the best location for investment. We have provided economic, political, and social data on each location to help you get started. These data are available in an Excel file posted on the GOVT 100.02 website via www.blackboard.cornell.edu. You do not have to be limited to these data; if you can find additional information, on human rights practices, for example, feel free to use this information in the presentation. Good luck – we look forward to receiving your recommendation

– Oxford Semiconductor's Board of Directors

¹¹ While Oxford is a real semiconductor producer, think of the firm as a useful fiction. You do not need to do research on the company itself for this project. If you would like to visit the firm's website, here is the address <<http://www.oxsemi.com/>> but there is no need to tailor your presentation or paper to reflect specific aspects of the actual firm.

Data Description and Sources

You will have access to an Excel file that contains data for each country over the 2000-2002 period for numerous indicators. Where data was missing, the entry in the cell is simply a period.

Economic Data

- (1) Labor cost: the cost of the average manufacturing employee (averaged over 1995-1999), measured in US dollars. Source: Martin Wolf, *Why Globalization Works* (Yale University Press, 2005).
- (2) Inflation rate: the rate of inflation, measured as a percent of GDP. Data source: World Bank, World Development Indicators.
- (3) Unemployment rate: rate of unemployment (percent of working-age population). Data source: World Bank, World Development Indicators.
- (4) Real GDP per capita: measures the Gross Domestic Product per each citizen. This indicator is a rough measure of how rich or poor countries are. The measure is in terms of purchasing power parity, which corrects for exchange rate fluctuations and yields comparable figures across countries. Data source: World Bank, World Development Indicators.
- (5) GDP Growth: measures the yearly growth of GDP per capita. Data source: World Bank, World Development Indicators.
- (6) Risk premium on lending: the interest rate added to international loans to account for the riskiness of investment (percent). Data source: World Bank, World Development Indicators.
- (7) FDI Inflows: amount of foreign direct investment inflows as a percent of GDP. Data source: World Bank, World Development Indicators.

Political data

Basic background information for each country can be accessed through the CIA's World Factbook: <https://www.cia.gov/cia/publications/factbook/index.html>

- (1) Democracy: the level of democracy. This measure ranges from 1 (most democratic) to 7 (least democratic). Data source: Freedom House.
<http://freedomhouse.org>
- (2) Rule of law: this measures the extent to which the rule of law is respected in a country. Rule of law involves the efficiency and fairness of the judiciary as well as respect for property rights. The measure goes from -2.5 (worst) to 2.5 (best). The rule of law and control of corruption measures reflect the statistical

compilation of responses on the quality of governance given by a large number of enterprise, citizen and expert survey respondents in industrial and developing countries, as reported by a number of survey institutes, think tanks, non-governmental organizations, and international organizations. Source: Daniel Kaufmann, Aart Kraay and Massimo Mastruzzi, "Governance Matters III: Governance Indicators for 1996-2002," World Bank Policy Research Department Working Paper (2003).

- (3) Graft (control of corruption): this measures the extent of corruption among government officials in a country. The measure goes from -2.5 (worst) to 2.5 (best). The rule of law and control of corruption measures reflect the statistical compilation of responses on the quality of governance given by a large number of enterprise, citizen and expert survey respondents in industrial and developing countries, as reported by a number of survey institutes, think tanks, non-governmental organizations, and international organizations. Source: Daniel Kaufmann, Aart Kraay and Massimo Mastruzzi, "Governance Matters III: Governance Indicators for 1996-2002," World Bank Policy Research Department Working Paper (2003).

Social data

- (1) Primary education: primary school completion rate, total (percent of relevant age group). Source: World Bank, World Development Indicators.
- (2) Poverty: percent of total population living below UN-defined poverty rate. Source: World Bank, World Development Indicators.
- (3) Literacy: percent of population that has attained literacy. Source: World Bank, World Development Indicators.
- (4) Mortality rate: mortality rate, adult, female (per 1,000 female adults). Source: World Bank, World Development Indicators.
- (5) Population: total population. Source: World Bank, World Development Indicators.
- (6) Ethno-linguistic fractionalization (ELF): This measure of ethnic fractionalization ranges in value from 0 to 1, with values closer to 1 reflecting a higher probability of any individual in society having contact with a member of a different ethnic group. In essence, this is a measure of the ethnic diversity of a country, with scores closer to 1 reflecting greater ethnic diversity (a score of 1 would mean that every citizen belonged to a different ethnic group, and a score of 0 would mean that every citizen was a member of the same ethnic group). Source: Alberto Alesina, Harvard University.

Infrastructure

- (1) Paved roads: total network of paved road (1,000 kilometers). Source: World Bank, World Development Indicators
- (2) Land area: total area of the country (kilometers). Source: World Bank, World Development Indicators
- (3) Telephones: telephone mainlines (per 1,000 people). Source: World Bank, World Development Indicators.
- (4) Computers: total number of personal computers per 1,000 people. Source: World Bank, World Development Indicators.

GOVT 100.02 – Globalization in the 21st Century

In-class writing exercise: competing arguments about FDI

September 25, 2006

Martin Wolf, in his book *Why Globalization Works*, writes with regard to foreign direct investment (2005: 223):

The claim that companies are bigger and more powerful than countries is not just wrong factually. Far more important, it is misconceived. For lurking behind these claims is a willful error: a refusal to distinguish power from freedom. Companies differ from countries because they can succeed by obtaining from their customers what they need to pay their suppliers (including their workers and their creditors)...The resources they control are the result of free choices made in the marketplace. Countries – or rather governments of countries – are different. They have coercive control over territory. Even the weakest states can force people to do things most of them would of them very much prefer not to do...

Imagine you are Naomi Klein, the author of this week's main reading. **Respond to Wolf's argument by drawing on your research.** Think about evidence that you, Naomi Klein, can draw on to contest Wolf's claims about the power of the state versus the power of multinational corporations.

GOVT 100.02: Globalization in the 21st Century

Essay 3: Write-up of FDI Simulation

October 11, 2006

You have been divided into groups of consultants for two different firms that are each considering moving their production facilities abroad.

- *Equipements et Techniques Industriels (ETI)* is a Le Havre, France-based manufacturer of precision machine tools. These tools are used in the production of such goods as automobiles and airplane parts. The members of the board of directors of ETI are exploring foreign direct investment options in several locations after facing serious work and supply disruptions during the tumultuous spring of 2006 that harmed ETI's global market share. The board has proposed three potential options:
 - *Remain in Le Havre, France*
 - *Move to Kuala Lumpur, Malaysia*
 - *Move to Bangalore, India*

You, the consulting team for ETI, have had access to relevant data in each location: the economy (local wages, macroeconomic stability, etc.); the political system (level of democracy, party competition); governance (rule of law, bureaucratic capacity, human rights protection); and social factors (ethnic conflicts, poverty and inequality, education level, etc.). As a group, you will make a recommendation to ETI's board of directors regarding the firm's best option.

- *Oxford Semiconductor* is a UK-based firm that recently relocated to the United States. The company is based in Irvine, California, with production facilities in Silicon Valley. The semiconductor industry is extremely competitive. After Samsung, the world's second largest producer of semiconductors announced a plan to spend \$33 billion on new semiconductor technologies, the board of Oxford has decided to move production from Silicon Valley to a foreign site to lower production costs. The board has proposed three potential options:
 - *Move to Cork, Ireland*
 - *Move to Guangzhou, China*
 - *Move to Seoul, South Korea*

You, a member of the consulting team for Oxford, have had access to relevant data in each location: the economy (local wages, macroeconomic stability, etc.); the political system (level of democracy, party competition); governance (rule of law, bureaucratic capacity, human rights protection); and social factors (ethnic conflicts, poverty and inequality, education level, etc.). As a group, you will make a recommendation to Oxford's board of directors regarding the firm's best option.

Your task in this paper is to write a paper for the board of directors that details the rationale behind the decision. *As a group, you will need to present a single recommendation; in the paper, you can deviate from your group to explain the location you believe would be the best for the firm.*

You should draw primarily on three sources for the paper: (1) the data you received from the instructor on each country; (2) the articles assigned for week 5 (specifically, Peter Gourevitch, Roger Bohn, and David McKendrick, "Globalization of Production: Insights from the Hard Disk Drive Industry," *World Development* 28, 2 (2000): pp. 301-17); (3) the sample analysis of a country's business environment from Harvard Business School.

The essay should be 5-6 pages. The final draft of the essay 3 is due on **Monday, October 23.**

GOVT 100.02: Globalization in the 21st Century

October 18, 2006

FDI Simulation Group Evaluation

Please take a few minutes to complete this evaluation form. Please note that your responses will be confidential, so feel free to be honest about your group members' contributions to the presentation.

Your name: _____

Discuss in a few sentences your main contributions to the group:

Please list the members of your group and rate them on a scale of 0 to 10 (where 0 is equivalent to no effort, a 5 would be average contribution, and 10 would be exemplary effort).

Group Member	Contribution Score (0-10)	Comments?
You!		

On the back, please add anything else I need to know about this project...

Essay 4: Globalization's effects from alternative perspectives

GOVT 100.02: Globalization in the 21st Century

October 16, 2006

In-class writing exercise: *Content and Style*

Sometimes we are too fixated on the content of writing in the social sciences. Writing in the social sciences should, presumably, have some (relatively) important point(s) to make about the political, cultural, or economic “stuff” that makes up the social world. As we’ve discussed in the course, writing is not just a matter of having something important to say. You need to say it well – and to be able to make say something well, you must be aware of your audience. The style of writing that one chooses needs to be adjusted according to the likely audience.

We sometimes read things that are difficult (or seemingly impossible) to understand. The article by Linda Weiss, “The Myth of the Powerless State,” might be one example from this course. A lack of comprehension can be a result of inattention or lack of engagement with the text on the part of the reader – and that’s easy to fix (concentrate and take careful notes!). More often than not it is the result of a disconnect between the aims of the writer and the abilities and interests of the reader. This is a style issue – the writer has failed to adjust his or her style and tone to the audience. Now, this is not to say that writers should dumb things down – the editors of *The International Journal of Theoretical Physics* shouldn’t be forced to make the articles they publish comprehensible to mathematical illiterates like me – but then again I am probably not the likely audience for the journal’s contributors. It is important to pay attention to the varying styles of the authors you read in this and other courses at Cornell because you will also have to learn to adjust your style to different audiences.

Truly effective writing in the social sciences is made up of three parts – content, style, and mechanics. Great writers master all three aspects. You can use this schematic to evaluate your own writing:

